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ABSTRACT

Effective schools research suggests that five correlates concerned with principal/teacher characteristics and behavior, school and classroom climate, instructional emphasis, and pupil evaluation must be present to maximize student achievement. This paper focuses on one correlate, the principal's role as instructional leader. Effective principals share three characteristics: (1) communicating and monitoring reasonable expectations to the staff; (2) conducting frequent, substantive classroom observations; and (3) actively participating in the instructional program. Within these commonalities are contained at least nine attributes relating directly to the principal's ability to lead an effective school: (1) playing an assertive instructional role; (2) being goal and task oriented; (3) being well-organized; (4) conveying high expectations; (5) clearly defining and communicating policies; (6) making frequent classroom visits; (7) maintaining high visibility and accessibility; (8) providing strong, reliable support to staff; and (9) being adept at parent/community relations. Various studies on principal expectations and principal supervisory and leadership styles are summarized. A bibliography of 30 effective schools references and an annotated bibliography of 26 general and school administration handbooks are included. (MLH)

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EFFECTIVE SCHOOLS RESEARCH:
THE PRINCIPAL AS INSTRUCTIONAL LEADER

WITH ANNOTATED BIBLIOGRAPHY

SUBMITTED BY GREG K. GIBBS
JUNE 1989

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Our history has been one of educational reform ever since the colonization of our country. The early Puritan leaders stressed salvation as the school reform that they would institute (as early as 1642 with the onset of the New England Primer). Later in Benjamin Franklin's Philadelphia Academy (1751) reform took place in the curriculum with an emphasis on practical needs, instituting surveying and navigational studies as well as the classics. In the early 1800's monitorial schools were the reform that people felt would help to aid the plight of the economically poor by teaching discipline, morality, and reducing delinquency. The common school movement led by Horace Mann would lead to tax supported compulsory schooling. These common schools could unify and sustain American culture, perpetuate our representative government, promote free enterprize, and help to instill morality. Other reforms began, such as the Smith-Hughes Act of 1917 advancing home economics and vocational courses of study.

After the advent of World War I, the United States had a much more global picture of our educational needs. The Cardinal Principles of Secondary Education (1918), provided for differentiated programs in high school to meet these newly discovered needs. The progressive education movement lasted until the 1930's; that was very child centered and actually may have caused a "leveling effect" and a lowering of our standards to meet the average student. Some other reforms are as follows:

...social reconstruction 1930's (Counts, Rugg)

...essential subjects 1938, called "basics" since 1950

...area studies: Asia, Africa, Latin America, after World War II

...inquiry learning after 1950, new math, etc. (Jerome Bruner)

...Black studies, women's studies, since 1960's

...alternative schools, since 1970's

...behavioral objectives (B.F. Skinner)

The "Effective Schools" movement has its roots in the school reform concerns and associated literature that immediately preceded it. These reports all seem to focus on the fact, as reported through significant national data, that student achievement has been on the decline. Since school effectiveness is determined, in part, by the level of student achievement, the credibility of the educational system has been under attack and a movement to make schools more effective has arisen. The beginning of recent educational concern began after the lauching of the Sputnik satellite by the Soviets in the late 1950's. After that, the United States became concerned over education and our world competitiveness. In the early 1960's the open classroom movement began and later (1965) the Elementary and Secondary Education Act helped to federally finance improvements in the educational system. A Nation At Risk (1983) was one of the first reports that recently helped to stir things on a national level. It stated that our schools are being "eroded by a rising tide of mediocrity that threatens our very future". After this publication, 43 states raised high school graduation requirements, 37 states assessed student achievement, 30 states raised teacher certification requirements (including competency tests), and 300 state level education study groups adopted key national report recommendations, adding more recommendations of their own.

Educational reform has become politically fashionable. Schools are highly visible, involve many people, and are central to our way of life. The most optimistic view may be, reform schools and you would indeed reform the society as a whole. Teacher education, professionalism, and pay were the concerns of a new wave of reports in 1986 (Tomorrow's Teachers and A Nation Prepared: Teachers for the 21st Century). Reasons for these reforms were many and varied. Some blame the United States loss of world markets, lower skilled jobs going abroad, increasing dropouts, functional illiterates, and unemployable youths.

These reform reports are not attacks by enemies but have been published by people who care about the public education system as a whole. No major report suggested tuition-tax credit for private education, all of these support the public education system as the way toward the future. The "Effective Schools" movement and literature attempts to isolate and deal with some of the problems stated in the reports of the early 1980's. Although many of these reports focus on different aspects of problems in education today, most of the effective schools literature seems to boil down all the possibilities to a common handful of possible solutions for helping our schools more effectively meet the needs of both students and society.

The "Effective Schools" movement began as a quest to distinguish schools from whose students achieved from those who failed to achieve. Ronald Edmonds (1978) is credited as being the father of "Effective Schools" and he described effective schools as those schools that bring the children of the poor to the same achievement levels of children of the middle class. Much of the data has been under attack by critics who are suspicious of inductive research but the major proponents simply state that the "Effective Schools" research seeks to answer the question, "What is different about successful schools that can be made to be different?". Correlational research does not allow for cause-effect relationships. It is not the presence of all the criteria that determines the school as effective but the outcome of the actual students. The criteria merely serve as an umbrella under which one can collect data and evidence to support the "Effective School" theory.

The five most agreed upon correlates of "Effective Schools" are as follows (adapted from Turner 1983, Weber 1971):

1. Principal's characteristics and behavior:

   a. interprets the school mission to the staff

b. provides guidance/encouragement to staff/students

c. serves as communication link to parents/staff

d. continuously monitors pupil progress

2. Teacher's characteristics and behavior:

a. believes all the students can master the basic skills

b. believe they have the ability to provide the required program

c. uses principles of learning and instruction

3. School and classroom climate:

a. conveys a sense of academic mission

b. includes high expectations for all students

c. has structured learning experience

d. time priorities given to academics

e. maximizes academic time-on-task

4. Instructional emphasis:

a. grade level objectives for reading, math, and language arts

b. plans and monitors for full content coverage

5. Pupil evaluation:

a. frequent assessment on a routine basis

b. report cards emphasize basic skill acquisition

Also a possible sixth correlate has been suggested by many sources, that being parental involvement and support (ZerchyKov 1984). These criteria, or correlates, are not meant to be taken separately nor ranked with one taking some precedence over another. In order for the possibility of maximizing student achievement, thus developing an "effective" school; research suggests that one must have all these correlates present at the same time in some measurable degree. Obviously some schools have historically accomplished some areas and need to work on others in order to boost the possibility of their becoming

"effective". Each study in this research has come from different source points and has evolved through slightly different manners although the results may be comparable, their methods/means may not always parallel each other. This is why some of the research has been, and continues to be, under attack by the more empirical statisticians.

Due to the great depth of the "Effective Schools" research and the focus of this course, I would like to limit the balance of this paper to the discussion and presentation of views and concepts relating to the principal's role of instructional leader and how that has been dealt with through this body of research. Even this one area cannot adequately be covered but the commonalities of key points, correlates, and characteristics will be focused upon and briefly explored.

I would like to focus on one of the most frequently cited attributes of "Effective Schools", that being the presence of the principal as an effective instructional leader. Instructional leadership is not a single trait but a combination of behaviors and acquired skills. It cannot be dictator-like nor can it be nonassertive and it is best nourished by some level of respect rather than a sense of followership that has been imposed upon the staff. Effective instructional leadership cannot be legislated or demanded, it is inherent in what a principal does and says. Principals who are involved directly with instruction, make frequent classroom observations, offer alternatives to unsuccessful classroom situations, and are otherwise active participants in the school's educational process seem to characterize those of "Effective Schools". Three common characteristics seem to pervade the principalship of these effective leaders: they communicate and monitor reasonable expectations to the staff, they conduct frequent and substantive classroom observations, and they actively participate in the instructional program. Within these three commonalities there

are contained, at least, nine attributes recognized from the "Effective Schools" research that relate directly to the principal's ability to lead an "Effective School", they are:

1. plays as assertive instructional role.
2. is seriously goal and task oriented.
3. is well organized.
4. conveys high expectations to staff/students.
5. clearly defines and communicates policies.
6. makes frequent classroom visits.
7. maintains high visibility/availability to staff/students.
8. provides strong/reliable support to staff.
9. is adept at parent/community relations.

Some determiners have been suggested on the actual realization of these criteria. Many suggest that the principal can only be as effective as the higher level administration and the board of education will give them the time and opportunity to do so. The training of the higher levels of school authority obviously must share in some of these goals or they will simply not come to pass. The principal must have the time at his/her disposal to make classroom visits, the policies must be clearly communicated to the principal before they can be effectively shared, and they must have the time and support to maintain the visibility and availability to staff and students. Depending upon the hierarchy of the school district, these goals need to be supported and shared by many others before they can begin to take place on the building level.

Some studies (Gigliotti, Brookover 1975) show that principal expectations were positively correlated with student achievement. The more classroom observations that were made by the principal, the better the students seemed to perform. The principal also has a major duty in the area of curriculum and

research bears out the fact that in the more effective schools, the principal was a strong leader and knowledgable in curricular or instructional matters. The specificity of his/her knowledge was not a determining factor but the fact that the principal was held in regard for some knowledge base of how material is efficiently conveyed to students in the theory of learning and instruction. It is evident that the principal must be involved in teacher training and should read the underlying research when undertaking staff development in the areas of effective teaching, mastery learning, etc. One's specific knowledge may be limited to a particular area but the overall knowledge of how teaching/learning occurs must be a prerequisite to maintain this vital area supporting the "Effective Schools", led by the effective instructional leader.

Behavioral objectives and teachers' planning is an element that the building level principal seems to deal with and is also key to their effectiveness. One of the major correlates of an "Effective School" is the amount of academic time-on-task. The degree to which the principal oversees the lesson plans of his/her teachers and the amount of substantive sharing in this process is key to the success of this goal. The main word is "substantive". Many principals do this, or at least are required to do this, but the degree to which improvement is actively sought in the classroom instruction and the one-to-one working with the staff are important elements that must be present to build and maintain the principal's role of instructional leader.

The building principal by rights of his/her position has some initiative that makes it possible to stimulate, sustain, and even alter expectations for performance. Principals in effective schools seem to actively exploit this initiative and take advantage of it in order to boost their school/building. Some of this takes on an aggressive nature while in other aspects the principal acts as a buffer to merely sustain the good practices that are already occurring, such as

limiting the amount of diversions that interrupt the classroom schedule or the academic time-on-task. They choose how best to aggressively support district policies and intiatives although it may not appear aggressive on the surface.

Although not specifically tied or related to any one correlate or characteristic, a principal must maintain an "open style". By this I mean, the belief that teaching/education is open for scrutiny, that we are always open for discussion, analysis, and hopefully refinement. The discussion of recent research findings and the argument of results or methods has a place in the school. A collegial relationship extends from the forum of such topics that allows for a constant state of refinement and evaluation to take place. This helps to minimize the theory that good teaching is a part of "style", and suggests that it is possible for many to be good teachers with proper introspection and professional guidance. There seems to be four classes of behavior that are associated with principals that deal with just these issues. They are:

1. announce expectations for staff to be knowledgable about effective instruction and to be participants with collegues to improve the quality of instruction.
2. they model instructional improvement by participation, they read and report on recent research, invite evaluation of their own performance.
3. they sanction teachers' efforts by rewarding those teachers who consistently practiced quality instruction, they provide time, materials, and assistance.
4. they protect teachers from a variety of pressures and stresses both internal and external when they partcipate in effective improvements, change schedules as needed and assure those that change does not take place overnight, reduce resistance by

others and offer periodic progress reports.

The management profile of this type of theory would support the fact that less emphasis is placed on the principal's vision and a greater emphasis on his/her actions that build or permit initiative among faculty members. This seems to be the way of evolution for a staff and school that is headed in the right direction, along the road to "effectiveness". It is in the schools or districts that have further to go in meeting all the correlates that the principal's vision may surmount this managerial type theory.

The findings of the "Effective Schools" research has changed the perception of the principal's role. It has effectively raised the stakes for the principalship; what has been a set of broad claims, largely unsupported by research and untranslated into action, is now becoming a set of demands for competent and vigorous leadership, backed by research and organized into programs of training and support.

The future holds much that will shed light on the true value of this entire theory or body of knowledge called "Effective Schools". The entire commitment to this body of research and the associated theories has opened up new avenues and frontiers for education and educators. The actual value of these reports and their research remains to be proven, but its very presence has caused many other positive initiatives to grow, that may be the real value of the "Effective Schools" research. As a result of the research and the reports, two national research centers for educational leadership have been established. These will help to develop and sustain the next generation of research on "Effective Schools". New school improvement evaluation reports and case studies will be generated from the districts that have "Effective Schools" research currently underway. Criteria is being developed to support the Office of Education's elementary school recognition program. Programs are now being offered at educational institutions

and state and local agencies offering programs designed to assist schools with implementing the "Effective Schools" concepts. There is a continuing presentation of articles in the professional literature and journals regarding not only the "Effective Schools" research but other practices that have been found to help improve education as a whole. There recently has been a coming together of the "Effective Schools" research and the effective teaching research and their associated models. The continued integration of these parallel bodies is perhaps the most promising part of the future ahead in education, both for the professional and more importantly, for the student as well.

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1. Bank, Adrianne, Marlene Henerson, and Laurel Eu. (1981). A Practical Guide to Program Planning: A Teaching Models Approach. New York. Teachers College Press.

This text is based on five teaching models (styles). Using practical examples the authors show specifically how each model would take shape in a classroom situation. Evaluation is stressed as a diagnostic tool in both planning and teaching and is a powerful tool for program improvment. The purpose is to raise awareness about the interdependence of planning, teaching, and evaluation to help provide practical help in carrying out these processes. This book could be used by the administrator who is actively involved in helping teachers (especially neophytes) identify and develop their strengths. This could be a worthwhile reference book for the principal's "in-office" library.

2. Barr, Rebecca and Robert Dreeban. (1983). How Schools Work. Chicago, Illinois. University of Chicago Press.

This book is not about administration directly but its theories have great implications for school principals. The effect of leadership and morale are constant factors in the approach to more effective classrooms and schools. This book is mainly focusing on the psycho-social aspects of school organization and how it can positively effect student achievement. The principal, having the power to allocate the school's resources, is the ultimate determiner of many of these measurable outcomes. It is in that vein that the authors focus on administration. I believe this could be of value to anyone interested in the overall effect of a principal's decision and seeing the global view of a school's functioning. This may be a good text for someone not in the education field, seeking to know more about it from a theoretical base.

3. Bradford, David L. and Allan R. Cohen. (1984). Managing for Excellence: A Guide to Developing High Performance in Contemporary Organizations. New York. John Wiley and Sons Publishers.

This book is an outgrowth of the authors studying over 200 managers from many leading corporations and government agencies. The theme of manager as developer shows how one can actively move from strategy into action. Although designed for the business community, this volume has tremendous potential for the school administrator who will, in fact, be developing and building the school around school district goals. The authors give many specific examples which can help a beginner relate the theory into actual practical situations and applications.

4. Cunningham, William G. (1982). Systematic Planning for Educational Change. Palo Alto, California. Mayfield Publishing.

Based on a need to be proactive rather than reactive, this text

deals with the characteristics of an effective school and the role the instructional leader must play in the planning process. Contemporary perspectives in planning are presented, theoretical models are suggested, and the contextual realities of planning are stressed. This covers many aspects of planning; from its theory through the many techniques and tools one can use to effectively implement planning. This is a very comprehensive book for an administrator who may be thinking of setting up some lomg term planning in a specific school. The appendix also contains several questionnaires for organizational development analysis of your specific school.

5. Eble, K. (1978). The Art of Administration. San Francisco, California. Jossey-Bass Publishers.

This handbook describes the interdependency of good teachers, good students, and good administration to the effective school as a whole. Personal experiences are described which indicate the satisfaction and the frustration of an administrator's position. This book shows the human side of the job and stresses that administration is not merely regulating and enforcing but has a need to be much more compassionate in order to be effective as wel as rewarding.

6. Greenfield, William. (1987). Instructional Leadership: Concepts, Issues, and Contoversies. Boston, Massachusetts. Allyn and Bacon Publishing.

This book is a collection of articles from 20 distinguished educators on facilitating instructional leadership and creating effective schools. This obviously gives a variety of views and conclusions on issues rather than a single point of view. This rich pool of insights must be read first and then your own opinions may be formulated, strengthened, or criticized through introspective comparisons. Since many conflicting opinions are presented it makes for interesting and contemplative reading for anyone in the field of education.

7. Hoy, Wayne K. and Cecil G. Miskel. (1978). Educational Administration: Theory, Research, and Practice. New York. Random House, Inc.

This text is a combination of many fields of study; psychology, sociology, political science, business organization, military and industrial organizations; and how it relates to educational administration. Taking the relevant segments of many fields, the authors present perspectives, theories, and offer analyses of these areas. Motivation, climate, leadership, decision making, and communication are some of the chapter headings. The end chapter helps to bring the text to focus on your specific needs under the title, "Synthesis". A very good, overall book for one who seeks to view all the interrelationships that exist in educational administration and how one can effectively combine these in practice.

8. Hughes, M., P. Ribbins and H. Thomas. Editors. (1985). Managing Education: The System and the Institution. New York. Holt, Rinehart, and Winston Publishers.

This work deals with many areas; theory to practice, policy issues, managing the individual school, evaluation, and the management of change. Although this deals with many, and a wide variety of, areas many specific situations are presented to help guide the reader from theory to reality with the idea of working with change as the real function of the system as a whole. It can provide one with an overall perspective while giving specifics so you can see the actual relationships and functions as a whole.

9. Jentz, B. and J. Wofford. (1979). Leadership and Learning: Personal Change in a Professional Setting. New York. McGraw-Hill Book Company.

This is divided into case study type stories and commentaries. With these as models, both theory and practice are reflected in their proper perspective. This book can be used by consultants as well as administrators since it deals with many issues of personal growth, interpersonal change, and personal learning. This may be used for examples of specific situations and the positive growth that can come from them. This could, perhaps, be a text for a course in administration or some aspect of counseling.

10. Jordan, June B. and John Grossi. Editors. (1980). An Administrator's Handbook on Designing Programs for the Gifted and Talented. Reston, Virginia. Council for Exceptional Children.

This book is a compendium of articles on specific approaches and problems when dealing with the gifted and talented student. All aspects are touched upon, from identification to program evaluation. Also included is a resource listing of the different agencies that deal with the gifted student in each state along with their address. This would be of value to an administrator who is beginning to set up a program or at least contemplating some future growth in this area of their school's academic program. The resources would be especially helpful for a novice to the area of gifted and talented.

11. Keefe, James W. and John M. Jenkins. Editors. (1984). Instructional Leadership Handbook. Reston, Virginia. National Association of Secondary School Principals.

This is a comprehensive resource for the instructional leader. A principal must be actively involved in the academic life of the school in order to be an effective instructional leader. The editors hope that this provides the basic reference to help in the accomplishment of this task. The text outlines leadership into four broad domains: formative, planning, implementation, and evaluation. This handbook can provide the knowledge base for some of this leadership to develop. It is very straightforward in format and easily applied to your specific situation

through its examples and suggestions. If one is following the effective schools movement, this is a must to read. It will help put some practicality to those theories.

12. Kinder, J.A. (1978). Decision Making in Public Education. Austin, Texas. Mesa Publications.

This text suggests that there are four groups involved in the decision making process: board of education, superintendent of schools, administrators, and classroom teachers. The premise is that successful schools in the future will depend upon greater utilization of the talents of the total educational community. The author goes on to explain the various groups and the role that each plays in various facets of the decision making process. Each chapter contains checklists and specifics for the separate roles. This could help one better understand the processes involved in effectively getting something accomplished in the school decision making arena, also perhaps good reading for PTA officers and school board members.

13. Kirst, Michael W. (1984). Who Controls Our Schools?. New York. W. H. Freeman and Company.

This places our current concern over education in historical perspective with the purpose of understanding today's educational policies. It is an overview of key issues facing education; such as, curricular priorities, finance, governance, and teaching as a profession. The author sets up this framework in hopes that the reader can fit in any specialized issues that relate to them. This could provide an administrator with a good overview of where we have been educationally and could help him/her focus the mission or long term goals of their particular school.

14. Knoll, M. (1984). Elementary Principal's Survival Guide: Practical Techniques and Materials for Day-To-Day Administration and Supervision. Englewood Cliffs, New Jersey. Prentice-Hall, Inc.

Over seventy sample forms are presented in this work to help the elementary school principal save time. This book is intended to be used as a reference guide and is organized topically for the ease of the user. All items appear to be easily adaptable to your specific situation. This could be a definite addition to your continuing professional library. This is a hands-on type book that can be used and refered to over and over again.

15. Monahan, William G. and Herbert R. Hengst. (1982). Contemporary Educational Administration. New York. Macmillan Publishing.

This is a practical text reflecting the essential educational issues, concerns, and challenges that confront the administrative process. The authors hope that this provides the knowledge that is

requisite for the potentially effective and informed execution of those administrative decisions. Two main divisions form the book's operational aspects: management and leadership. All forms of issues and concerns are dealt with such as collective bargaining, school boards, and leadership as interpersonal behavior. The last chapter of the book reflects its tone well, "Administration as a Continuous Beginning". A very practical book with many additional references throughout the text along with exercises to apply your specific needs and situations.

16. Morphet, Edgar; Roe L. Johns, and Theodore L. Reller. (1982). Educational Organization and Administration: Concepts, Practices, and Issues. 4th edition. Englewood Cliffs, New Jersey. Prentice Hall, Inc.

This is divided into three sections; one concerned with theories, concepts, and principles; the second with implications for organization and administration; and the third with the development and implementation of relevant provisions and programs. The text delves into areas such as resource allocation, collective bargaining, finance, and business administration as well as organizational and leadership issues. This has been significantly revised from its previous edition and could best serve the graduate student or new administrator in understanding all the many, varied aspects of the role of school administrator.

17. Mortimer, K. and T. McConnell. (1978). Sharing Authority Effectively: Participation, Interaction, and Discretion. San Francisco, California. Jossey-Bass Publishers.

Internal and external factors that influence the governance of a group are covered in this book. The authors contend that the effects of participation are not well understood and they attempt to clear many of the misconceptions. This book is process oriented and has a political tone to it. The reader may get a better understanding of why participation is needed in the decision making/governing process and how legitimacy is served through this system.

18. Powers, D. and M. Powers. (1983). Making Participatory Management Work. San Francisco, California. Jossey-Bass Publishers.

This book deals with the consultive aspect of decision making. This is an obvious aspect of all school situations and coupled with the participatory component, has many implications for the school setting. The concept of the leadership process is examined along with ethics and decision making in a crisis situation. This may have value to aid one in the understanding of how behaviors and attitudes contribute to the leadership role and the effective decision making process.

19. Sergiovanni, Thomas J. (1987). The Principalship: A Reflective

Practice Perspective. Boston, Massachusetts. Allyn and Bacon Publishing.

This is a text that must be read with the idea of engaging, dealing, and reflecting upon its contents. Sergiovanni suggests that a principal must continuously and consciously reflect upon his/her practice in order to learn and change effectively. Four "mindscapes" are initiated as a framework for the book: administration as scientific discipline, as applied science, as a craft, and as a reflective practice profession. This current text also covers the effective school, supervision, and roles and their expectations. This may be appropriate reading for any principal or perhaps others looking at the decision making rationale behind a principal's practice as a way of analyzing the role itself.

20. Shipman, N.; J. Martin, A. McKay, and R. Anastasi. (1983). Effective Time Management Techniques for School Administrators. Englewood Cliffs, New Jersey. Prentice-Hall, Inc.

This book gives you hands-on examples with charts, forms, etc. to help you save time in daily functions. Very specific guidelines are given in "how-to" style. Some anecdotes are also provided to help the reader take advantage of these proven time-management tips and ideas. A very straightforward book that any administrator could find useful.

21. Skilbeck, Malcom. Editor. (1984). Evaluating the Curriculum in the Eighties. London, England. Hodder and Stoughton, Ltd.

This text provides a series of up to date views on educational issues, such as confidentiality, curriculum evaluation both internal and external, and examinations as evaluation. Each article not only gives an overall review of relevant literature but also shares each separate author's viewpoint. Although printed in England, many of the articles are current with educational theory in the United States, only a few do not seem to apply. This provides an interesting perspective on the issues that you may not get from a text printed here, especially suited for one who would like to explore all sides of issues that confront the educational system and the administration of it.

22. Stauffer, Thomas M. (1981). Quality-Higher Education's Principal Challenge. Washington, D.C.. American Council on Education.

This is a series of articles dealing with illuminating the problems of education, setting practical solutions and directions, and providing educational leadership. The text is divided into "quality" areas, each article deals with some aspect of quality, such as "quality of morale", "quality of accreditation", "quality of planning", "quality of academic programs", etc. Matching your specific school's growth with these quality areas and their examples may give the reader some insights as to how to go about changing things for the better.

23. Tanner, Daniel and Laurel Tanner. (1987). Supervision in Education: Problems and Practices. New York. Macmillan Publishing.

The authors have taken a historical stance bringing together a useful perspective on the theory and methodology of supervision. The Tanners focus on the development of independent thinking on the part of supervisors, since their world is constantly changing. Major attention has been given to teachers and also to curriculum. The text seeks to clarify the leadership role in almost all educational settings and can be of value to everyone from teacher to superintendent.

24. Taylor, Joy. (1983). Organising and Integrating the First School Day. London, England. George Allen and Unwin Publishers, Ltd.

This is a practical and specifically focused book dealing with organization and how it is reflected in the classroom. The text deals with the significance of organization and how it is exemplified and developed through the daily educational program. This book could be an excellent reference for the administrator who has not been a classroom teacher or one who has been out of the classroom for some time. It carefully and systematically would refresh one's mind as to the importance and need for structure in the school day as seen through the classroom teacher. This is not specifically written for the teacher but the perspective that it takes seems to make their views and issues very clear. It is basically what the classroom teacher thinks of the structures set up by the administration and how that can best be made effectual.

25. Walker, D. (1979). The Effective Administrator. San Francisco, California. Jossey-Bass Publishers.

The principles discussed in this book have implications for almost any level in any organization. This book appears to be for the practicing administrator rather than the student. The rather pragmatic approach is tempered by examples of applications to help the reader interpret situations. According to the introduction of the book, it attempts to take some of the "cynicism out of the whole administrative enterprize".

26. Weinstein, Donald F. (1986). Administrator's Guide to Curriculum Mapping. Englewood Cliffs, New Jersey. Prentice-Hall, Inc.

This book is devoted to those responsible for monitoring, directing, coordinating, and evaluating K-12 educational programs. This book walks you through the curriculum mapping process step by step. It explains strategies, pinpoints critical decisions, and provides materials for hands-on use. This is based on the premise that the administrator is the school's educational leader and needs to know what is actually being taught. An excellent source for evaluating a school or planning a future program.